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Massachusetts State Plan for Career Education

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PURPOSE

The Massachusetts State Plan for Career Education has been prepared to comply with the requirements for federal assistance for state planning under Section 406 (f) (2) of the Educational Amendments of 1974 (P.L. 93-380) as specified in 45 CRF 160.13, with funds provided by Grants No. G00764180 and G007700976.

ABSTRACT

Massachusetts State Plan For Career Education

The Massachusetts State Plan for Career Education is the result of a statewide planning effort conducted between December, 1976 and May, 1978 by the staff of the Massachusetts Department of Education, with the advice and assistance of regional and state task forces which have provided students, parents, business and industry, organized labor, community-based organizations and the general public the opportunity to express concerns, interests and desired goals.

Based upon the needs of students and of school personnel for career education activities, and the availability of resources to meet those needs, the plan sets forth twelve (12) goals to be achieved during a five-year period. Nine (9) of those goals address student needs, as follows:

1. Students will become aware of their own aptitudes, abilities and values, and will relate this knowledge to possible career and life roles.
2. Students will develop an appreciation of and positive attitudes toward possible career and life roles.
3. Students will become aware of a broad range of occupations and career patterns available to them.
4. Students will become aware of the relationship between education and career and life roles.
5. Students will become aware of economic processes and how they relate to personal and societal goals, decisions and actions.
6. Students will become competent in basic skills.
7. Students will develop employment skills applicable to their developing career pattern.
8. Students will understand that decision-making includes responsible action in identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.
9. All students (K-12) will have the opportunity to participate in career education experiences in school and community settings.

The remaining three (3) goals address implementation needs, as follows:

10. Educational personnel in various areas of the state will become knowledgeable of career education concepts and methods.
11. Methods will be developed for effective utilization of business, industry, labor and other community resource persons in support of career education activities.
12. A statewide system will be developed for familiarizing school personnel with a wide range of career education materials and practices.

From each of these goals, the plan develops short-range (one year) and long-range (five year) objectives, recommends operational strategies for achieving the objectives, identifies some of the resources that are available, and suggests evaluation methods.

Recommendations are made on a staffing pattern within the Department of Education for implementation of the plan, but no budget is attached since implementation of the plan will be contingent upon the future appropriation of federal funds under the Career Education Incentive Act (P.L. 95-207).

The state plan for career education is placed in perspective by relating it to other state educational planning efforts such as the state plan for vocational education and the state plans for ESEA, Titles I and IV programs.

The appendices (compiled as a separate document) contain detailed information on evidence of needs, accomplishments to date in Massachusetts, and available resources.

June, 1978

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I INTRODUCTION

A. The Planning Process

The overall purpose of the statewide career education planning effort initiated by the Massachusetts Department of Education through it Division of Occupational Education in the late fall of 1976 has not been to design a single plan for the entire state. It has been the intention of the Department to define and describe a set of state goals and performance objectives that will provide the broad parameters within which public school districts can be encouraged and assisted to establish their own goals and objectives based on local needs.

With this overall purpose in mind, and in order to promote maximum "grass roots" participation in the planning process, the Division of Occupational Education in January of 1977 formed ad hoc career education planning task forces in each of the six administrative regions of the Department of Education. These task force groups were designated as subcommittees of the regional education councils in order that their activities would be related to, and integrated into, the ongoing functions of those councils, which serve to advise the state Board of Education on regional needs. To the extent possible, depending on regional demographic and geographic factors, the membership of the regional task forces was carefully selected to include representation from business and industry, organized labor, students, parents, the general public, human service agency personnel, school board members, school administrators, classroom teachers, guidance personnel, and representatives of institutions of higher education which offer teacher and counselor training programs.

The special function of the regional task forces was to advise and assist the Department of Education's staff in (a) assessing the needs for career education activities within each region, (b) identifying available career education resources, both human and material, and (c) developing regional goals and objectives for infusing the career education concept at the local level during a five-year implementation period. The task forces were instructed that their assessments of needs were to be based on student needs in eight nationally recognized elements of career education: self awareness; career awareness; educational awareness; economic awareness; decision-making; attitudes and appreciation; basic skills; and employability skills. Once these student needs had been determined, they were to be arrayed in priority order under the four major headings of educational personnel development, curriculum development, community collaboration, and materials development. These major headings would then be used as the framework for the subsequent development of recommendations for regional goals and objectives related to the previously identified student needs.

A variety of methods was employed by the task force groups in carrying out their assignments between January and May, 1977. One region elected to collect information on local needs by means of a mail survey, utilizing a questionnaire instrument which had been developed the previous year by a large urban school district within the region; the regional student advisory council participated in this survey by soliciting responses from students in local school districts. Another region conducted a series of one-day career education needs assessment workshops in local schools throughout the area at which representatives of a wide variety of community groups, including students, were given an opportunity to discuss their needs. Other regions chose to form data collection sub-groups, or assigned individual task force members to survey the needs of their own and neighboring school districts. Following the collection of data on regional and local needs and the tabulation of those data in priority order under the four major headings listed above, each regional task force proceeded with the development of statements of goals and objectives to be included in regional career education implementation plans. In all of the regional planning activities, major emphasis was placed on the universal need for the reduction of racial and sex stereotyping, and on the special educational needs of minority groups and the educationally and physically handicapped segments of the population.

A state career education task force, consisting of three representatives from each of the regional task forces, was formed in May of 1977 to review the findings and recommendations of the regional groups and to develop a set of statewide recommendations based upon the common needs, goals and objectives identified as a result of the regional efforts. The state task force, which subsequently has been expanded and enlarged to insure more active student participation and to include representation from community based organizations and the Massachusetts Rehabilitation Commission, has been chaired by the state coordinator for career education and has received staff support from the Division of Occupational Education's regional career guidance specialists and from the Institute for Governmental Services at the University of Massachusetts.

The group planning process described above has led to the development of this document, the Massachusetts State Plan for Career Education, which has been approved by the Massachusetts Board of Education as the recommended basis for future planning and implementation of statewide activity in career education should the U.S. Congress appropriate funds for the Career Education Incentive Act (P.L. 95-207). The plan should be considered as a dynamic document which is subject to future changes and revisions as additional information on needs and resources becomes available.

B. Definitions and Basic Assumptions

For the purposes of this plan, the following definitions of terms apply:

1. Work is the sum total of an individual's efforts to achieve his or her full potential, both for self and in service to society.

2. Career is the sum total of work put forth by an individual during his or her lifetime.

3. Career education is an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of living.

To further clarify these definitions a series of ten assumptions are adopted from An Introduction to Career Education: A Policy Paper of the U.S. Office of Education .

1. Since both one's career and one's education extend from the preschool through the retirement years, career education must also span the entire life cycle.

2. The concept and measurement of productivity for the individual and society are central to the definition of work and so to the entire concept of career education.

3. Since work includes unpaid activities as well as paid employment, the concerns of career education, in addition to prime emphasis on paid employment, extend to the work of the student as a learner, to the growing numbers of volunteer workers in our society, to the full-time homemaker, and to work activities in which one engages as part of leisure and/or recreational time.

4. The cosmopolitan nature of today's society demands that career education recognize multiplicity of work values as a means of helping each individual answer the question "Why should I work?"

5. Both one's career and one's education are best viewed in a developmental rather than in a fragmented sense.

6. Career education is for all persons - the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females; students in elementary and secondary schools and in colleges; and university graduate schools.

7. The societal objectives of career education are to help all individuals to: a) want to work; b) acquire the skills necessary for work in these times; and c) engage in work that is satisfying to the individual and beneficial to society.

8. The individualistic goals of career education are to make work: a) possible; b) useful; and, c) satisfying for each individual throughout his or her lifetime.

9. Protection of the individual's freedom to choose, and assistance in making and implementing career decisions, are of central concern to career education.

10. The expertise required for implementing career education is not limited to those employed in formal educational settings but is to be found also in other sectors of society.

C. Rationale

In June of 1973, the Massachusetts Board of Education endorsed "occupational competence" as a priority goal for students enrolled in grades 9 through 12 throughout the Commonwealth. In setting this goal, the Board went on record as stating that "Education should provide the learner with the skills, experience and attitudes, and the guidance for initial job placement; it is equally important for the learner to develop a capacity to adapt to changing conditions."

In 1976, the state Board of Education endorsed a new policy statement on occupational education in Massachusetts. This policy statement presented a set of expectations for the development of K-14 career oriented programming in the public schools of the Commonwealth. The statement reads:

1. In elementary school, students should acquire an awareness and understanding of the world of work, a positive self-concept, an understanding of themselves and others, the capacity to work constructively with others, and basic communication and computational skills.

2. In middle or junior high school, students should explore the benefits and requirements of a broad range of occupations; begin to develop educational plans for a broad choice of career goals; and have acquired communication and computational skills permitting them to take advantage of a full range of options.

3. In high schools, students should at least have acquired basic employability skills common to a broad range of occupations, preparation necessary for entry or specialization into a specific occupation or cluster of occupations and for pursuing postsecondary education, an understanding of economic and consumer knowledge, communication and computational skills necessary for further education and success in the world of work.

4. In postsecondary education, students should have the opportunity to develop further occupational specialization, while retaining options for further education. Students should also have opportunities for retraining or upgrading skills required for present or new career development.

The initiation of the two-year career education planning effort in the late fall of 1976, should be viewed as a logical step in the Board of Education's commitment toward the goal of making the Commonwealth's public educational system more responsive to the world of work and the needs of students.

D. Accomplishments to date in Massachusetts

In the past six years, many exemplary and demonstration programs related to the career concept and the transition from school to work have been initiated in Massachusetts at the state and local levels. The majority of these programs were encouraged by the Division of Occupational Education of the Massachusetts Department of Education. Some communities and local education agencies, on their own initiative, have sought out federal funding sources to develop their own career education activities.

A detailed listing of career-related program efforts in Massachusetts is to be found in Appendix C.

Following is a partial listing of such program efforts undertaken at the state level. This listing is not intended to be all inclusive but rather indicative of the range and scope of programs initiated in Massachusetts since 1972.

(1) For a two-year period, 1972-74, the Department of Education utilized discretionary funds available to it as seed money to encourage local education agencies to implement an occupational resource center approach to career guidance and to train paraprofessionals to staff such centers. As a result of this effort, by July of 1974, twenty locally-funded resource centers were in existence in nineteen different communities around the state, and thirty-nine paraprofessional staff had been trained to work in these centers. Additional funding was provided in the summer of 1977 for an intensive two-week training workshop at which school personnel from thirty other local education agencies were instructed in the techniques of establishing career resource centers in their school districts.

(2) For a three year period, 1973-76, the Department of Education made available funds to finance on a competitive basis career guidance and counseling proposals submitted by local and regional vocational schools.

(3) In the school years 1974-75 and 1975-76, the Department of Education made available $2.5 million through its Divisions of Occupational Education and Curriculum and Instruction to fund forty-one projects in local educational agencies designed to improve the occupational competency of students in Grades 9-12 who were not enrolled in college preparatory or specialized vocational programs.

(4) The Department of Education's Division of Occupational Education received funding in 1975 under Part D of the Vocational Education Act for an exemplary project in career education to be conducted at the Lynn Public Schools and at the King Philip Regional Vocational Technical School in Wrentham. This three-year project was designed to test the feasibility of creating for each student in different school settings a meaningful, logical sequence of school and community experiences which would prepare him or her for the world of work or for further education.

(5) In the school years 1976-77 and 1977-78, the Department of Education has contracted with the Institute for Governmental Services at the University of Massachusetts and the Center for Vocational Education at the Ohio State University to provide career exploratory courses for all ninth grade students in the Boston Public Schools and inservice training for the teachers of these students.

E. National, State and Local Resources for Career Education

National Resources

The Office of Career education of the U.S. Office of Education should be the starting point for locating resources of all kinds. A variety of free publications covering every aspect of career education is available including a series of monographs and major resource catalogues such as Federal Agencies for Career Education Services. Information may be obtained by writing to: Office of Career Education, Department of Health, Education, and Welfare, 7th and D Streets S.W., Washington, D.C. 20202.

Career Education materials are available through ERIC (Educational Resource Information Center) and AIM/ARM (Abstracts of Instructional Materials in Vocational and Technical Education and Abstracts of Research and Related Materials in Vocational, Technical Education).

The National Center for Career Education (NCCE) houses career education materials and guides from throughout the country. This collection includes theoretical and practical publications on staff development, borrowed or purchased at minimal charge. NCCE has also compiled the States' Career Education Resource Guide listing resources and programs nationwide. Requests for this and other items should be addressed to: NCCE, P.O. Box 7815, Missoula, Montana 59807.

The National Institute for Education (NIE) has a publication entitled Key Resources in Career Education: An Annotated Guide. It contains five sections: The What and Why of Career Education, Factors in Implementing Career Education, Model and Program Construction in Career Education, Resource Guides, and Organizational Resources. It is available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. ($5.95)

NIE also publishes the Catalog of NIE Education Products which contains several hundred pages describing career education materials available from publishers and projects throughout the U.S. The catalogue is also available from the Superintendent of Documents.

Educational Products Information Exchange (EPIE) developed a two volume kit entitled EPIE Career Education S*E*T* (which stands for selection and evaluation tools). Volume I contains information to assist in purchasing career education materials. Volume II provides descriptions of some 700 career education materials reviewed by the EPIE staff. Further information is available from EPIE Institute, 463 West Street, N.Y. New York 10014.

The National Manpower Institute Institute (NMI) publishes a series of guides on industry-education collaboration which are available from NMI, 1211 Connecticut Avenue N.W. Suite 301, Washington, D.C. 20036.

State Resources

The Massachusetts Department of Education has a state coordinator of career education operating out of the Division of Occupational Education and housed in the central office in Boston. The state coordinator has been responsible for overseeing the development of a state plan for career education in Massachusetts. Also in the central office is a career education specialist who assists the coordinator.

Each of the six regional offices of the Department has a career guidance specialist. In keeping with Massachusetts' concept of regionalized educational administration, the career guidance specialists were responsible for organizing six regional advisory councils for career education and for developing regional plans for implementation during 1976-77. Since that time, activity has varied from region to region but each career guidance specialist has worked to disseminate information about career education, to train school staff to develop programs through regional workshops, to mobilize community resources and to provide technical assistance to local school districts.

In addition to the Department of Education, the following are examples of agencies and organizations that can provide state level support and leadership for career education:

Massachusetts Manpower Services Council
Department of Commerce and Development
Division of Employment Security
Massachusetts State College System
Massachusetts Community Colleges
Massachusetts Advisory Council for Vocational - Technical Education
Massachusetts Rehabilitation Commission

Educators' Professional Groups

Massachusetts Teachers Association
Massachusetts School Counselors Association
Massachusetts Association of School Committees
Massachusetts Personnel and Guidance Association
Massachusetts Association of School Superintendents
Massachusetts Federation of Teachers
Massachusetts Secondary School Principals Association
Massachusetts Vocational Guidance Association
Massachusetts Vocational and Technical School Counselors Association

State Occupational Groups

Health care, such as The Massachusetts Hospital Association
Business, such as Chambers of Commerce
Industry, such as Associated Industries of Massachusetts
Labor, such as Massachusetts AFL - CIO
Professions, such as Association of American University Women
Student Organizations, such as:
- DECA, Distributive Education Clubs of America
- FBLA, Future Business Leaders of America
- FTA, Future Teachers of America
- FHA, Future Homemakers of America
- HERO, Home Economics Related Occupations
- VICA, Vocational and Industrial Clubs of America

SAC, Student Advisory Council of Massachusetts and regional advisory councils.

Civic and Community Service Groups:

Rotary	Junior Achievement
Kiwanis	League of Women Voters
Lions	American Legion
4-H	YWCA
Girl Scouts	YMCA
Boy Scouts	National Alliance of Businessmen

Service Corps of Retired Executives

Local Resources

For the most part, every school/community will have to discover and develop its own local resources for career education. Community resources will vary widely depending on population, rural or urban setting, and current links between school and community, but similar types of resources do exist in every community. Much can be accomplished by beginning with the local branches of some of the organizations listed above under state resources. A study of community resource directories of other school districts both within and outside of Massachusetts will provide further information about the kinds of businesses, industries, human service organizations and community groups that are contributing to career education, and the nature of their contributions.

II ASSESSMENT OF NEEDS AND DEVELOPMENT OF GOALS

Needs statements have been derived from a variety of sources including: the needs assessments conducted by the regional task forces in the spring of 1977; the policy on occupational education endorsed by the Massachusetts Board of Education; a survey of institutions of higher education in Massachusetts conducted by the Institute for Governmental Services in the spring of 1977; various needs assessments conducted by local education agencies; and a review of out-of-state sources such as the National Assessment of Educational Progress and career education needs assessment procedures and data developed by Wisconsin, Texas, Missouri, Alabama, Arizona and Florida.

Data on student needs are included from the Massachusetts educational assessment program of 1975-76. During the 1977-78 school year, two separate statewide assessment efforts have been undertaken in order to up-date these earlier data. These two efforts are: an assessment of the occupational and career knowledge of 13 and 17 year old students throughout the state conducted by the Department of Education's Bureau of Research and Assessment; and a survey of career education needs as perceived by school personnel in junior high schools and high schools throughout the state conducted by the Institute of Governmental Services at the University of Massachusetts.

The following needs statements, based on currently available information, are listed in the order in which they were developed, and no attempt has been made to assign priorities or to list needs in order of importance. All of them are considered important.

Students need career education experiences available to them which will help to meet the following needs:

1. Students need to be aware of their own aptitudes, abilities and values and relate this knowledge to possible life and career roles.

2. Students need to develop an appreciation of and positive attitudes towards work and the possible career and life roles they may assume.

3. Students need to be aware of a broad range of jobs and career patterns available to them.

4. Students need to be aware of the relationship between education and career and life roles.

5. Students need to be aware of economic processes and how they impact on personal and societal goals, decisions, and actions.

6. Students need to be competent in basic skills.

7. Students need to develop employment skills applicable to their developing career pattern.

8. Students need to have skills in the processes of information gathering and decision making and apply them to the development of their life and career roles.

9. All individuals need the opportunity in school grades K-12 to participate in career education.

In order to make career education available the following needs must be met:

1. Educational personnel throughtout the state need to become aware and knowledgeable about career education concepts and methods.

2. Leadership and coordination for career education needs to be provided by business, industry, government and identified community agencies.

3. Statewide and nationwide sharing of methods, materials, and experiences needs to be promoted for the implementation of career education.

The evidence for each of the above needs statements, and a description of the procedures and sources used in the needs assessment, are presented in Appendix B.

It should be noted that there are limitations to be placed on the needs statements as currently presented since no statewide survey has yet been conducted on the career education needs of students below the junior high school level, and no comprehensive survey of the perceptions of parents and community members has been attempted to date. It is anticipated that both of these necessary survey efforts would receive the highest priority during the first year of operational activity if funding is made available.

Based upon the needs statements as presented above, the student needs (#1 through #8) were classified under the component headings of: self-awareness; attitudes and appreciation; career awareness; educational awareness; economic awareness; basic competencies; employability skills and decision making. The needs statement under #9 "All individuals need the opportunity in school grades K-12 to participate in career education" was regarded as being so all encompassing in nature that no attempt was made to classify it under any single component heading. The remaining three needs statements were classified under the component headings of: staff development; community collaboration; and materials development.

As a result of this classification procedure, the following goals statements were developed under the appropriate component headings. The goals are listed in the same order as the needs statements above from which they are derived.

Component: Self Awareness (Student need #1)
Goal 1: Students will become aware of their own aptitudes, abilities and values, and will relate this knowledge to possible career and life roles.

Component: Attitudes and Appreciation (Student need #2)
Goal 2: Students will develop an appreciation of and positive attitudes toward possible career and life roles.

Component: Career Awareness (Student need #3)
Goal 3: Students will become aware of a broad range of occupations and career patterns available to them.

Component: Educational Awareness (Student need #4)
Goal 4: Students will become aware of the relationship between education and career and life roles.

Component: Economic Awareness (Student need #5)
Goal 5: Students will become aware of economic processes and how they relate to personal and societal goals, decisions and actions.

Component: Basic Competencies (Student need #6)
Goal 6: Students will become competent in basic skills.

Component: Employability Skills (Student need #7)
Goal 7: Students will develop employment skills applicable to their developing career pattern.

Component: Decision Making (Student need #8)
Goal 8: Students will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

Component: General (Student need #9)
Goal 9: All students (K-12) will have the opportunity to participate in career education experiences in school and community settings, regardless of sex, ethnic background, or disadvantaged, handicapped or gifted status.

Component: Staff Development (Other need #1)
Goal 10: Educational personnel in various areas of the state will become knowledgeable of career education concepts and methods.

Component: Community Colloboration (Other need #2)
Goal 11: Methods will be developed for effective utilization of business, industry, labor and other community resource persons in support of career education activities.

Component: Materials Development (Other need #3)
Goal 12: A statewide system will be developed for familiarizing school personnel with a wide range of career education materials and practices.

Since career education relies on the infusion of career development concepts into the curriculum of all subjects and grade levels, considerable overlap with other goals of education is apparent in the career education goals for students. This overlap serves to emphasize that career education is not a separate program responsible for the attainment of goals related to identified needs but is a valuable concept implemented in working toward their attainment.

It must be emphasized also that local education agencies and other groups making career education experiences available to students have a high degree of autonomy in deciding what activities will be conducted within their own institutions. The broad goals as stated above allow maximum flexibility for LEA's and other agencies to develop their own objectives, strategies and activities relative to their own local needs and conditions.

III THE STATE PLAN

The need for career education has been demonstrated in the previous chapter, and twelve (12) overall goals have been developed.

This chapter divides those overall goals into:

1. short-range objectives (one year)
2. long-range objectives (five years)
3. strategies for implementation
4. resources necessary for implementation
5. evaluation strategies

It should be noted that the objectives as stated in this chapter are intended to provide general statewide guidelines, and are subject to varied implementation strategies at the local level.

For purposes of this chapter, the following definitions apply:

1. Goals are general "ends which one strives to attain."
2. Objectives are used to break down goals in terms of specific performance and outcomes.

The following double-page format sets forth the short- and long- range objectives, and the operational plans, resources and evaluation strategies for each objective.

COMPONENT: SELF AWARENESS

GOAL 1: Students will become aware of their own aptitudes, abilites, and values and will relate this knowledge to possible career and life roles.

LEA's are free to delete, adapt, or add to objectives and operational plans as they develop their local plans for career education. The means for obtaining their objectives and the criteria for evaluation will be defined at the local level.

Short-Range Objectives (1978-1979)	Short-Range Operation Plan and Strategies (1978-1979)
1.1 Students will be provided with opportunities to understand, accept, and respect their own uniqueness in relationship to others and the environment (K-12)	For Objectives 1.1 - 1.4 refer to sample strategies suggested in the appendices under "Guidelines for the Development of Local Plans for Career Education."
1.2 Students will be provided with opportunities to explore their abilities and limitations at their present maturity level and where appropriate relate this knowledge to possible life and career roles. (K-12)	
1.3 Students will be provided with opportunities to explore their interests and values at their present maturity level and where appropriate relate this knowledge to possible life and career roles.	
1.4 Home-school-community collaboration will be developed, maintained and enhanced to help students acquire behaviors which demonstrate an understanding and acceptance of self in relation to possible career and life roles.	
1.5 The Division of Occupational Education, in cooperation with the regional education centers will disseminate information on objectives 1.1 - 1.5 to LEA's.	1.5.1 Regional workshops will be held throughout the state for LEA personnel to familiarize them with objectives 1.1 - 1.5

GOAL 1 (short term)

Resources	Evaluation
Resources for each objective will be identified at the regional and local level.	* Criteria for evaluation of objectives 1.1 - 1.4 and data collection techniques will be identified at the local level.

State resources include:
People Regional career guidance specialists
Facilities: Regional offices
Materials: Massachusetts Occupational Information System, Inc. (MOIS), and various state publications

* Evaluation feedback will be solicited from the LEA's and participants in the regional workshops on the effectiveness of the dissemination effort.

GOAL 1 Students will become aware of their own aptitudes, abilities, and values and will relate this knowledge to possible life and career roles.

Long-Range Objectives (1978-83)	Long-Range Operational Plans (1978-83)
1.6 Work will continue towards the attainment of objectives 1.1 - 1.4.	1.6.1 Regional and local inservice workshops will be provided for LEA's.
1.7 Develop specific grade level student performance objectives for 1.1 - 1.4	1.7.1 Regional workshops utilizing local practitioners, state educational personnel and consultants will develop a series of grade level performance objectives appropriate for Goal 1.

Goal 1 (long term)

Resources	Evaluation
State Department of Education will provide technical assistance to LEA's in the form of: - demonstration projects for the development of methods and materials for infusion of self-awareness into curriculum at all grade levels. - development of guidelines for inservice training of school personnel in use of these methods and materials. - development of guidelines for use of community resources for infusion of self-awareness. - dissemination of information on availability of useful methods and materials.	. For objectives 1.6 and 1.7, the workshop efforts will be evaluated by persons participating in them, using instruments developed by the state Department of Education.

Component: ATTITUDES AND APPRECIATIONS

Goal 2: Students will develop an appreciation of and positive attitudes toward possible career and life roles.

LEA's are free to delete, adapt or add to the objectives and plans as they develop their local plans. The means for obtaining objectives and the criteria for evaluation will be defined at the local level.

Short-Range Objectives (1978-79)	Short-Range Operational Plan (1978-79)
2.1 Students will developmentally progress in their appreciation of work and continued learning.	For objectives 2.1 - 2.7 refer to strategies suggested in the appendices under "Guidelines for the Development of Local Plans for Career Education.
2.2 Students will understand role of leisure and arts in achieving self-satisfaction. (K-12)	
2.3 Students will recognize and value good work habits. (K-12)	
2.4 Students will understand the necessity and importance of all types of paid and unpaid work. (K-12)	
2.5 Students will recognize the relationship between various attitudes towards work and job success and/or satisfaction. (K-12)	
2.6 Students will value and understand individual differences such as sex, race, cultural and ethnic backgrounds, yet become aware of how stereotyping based on such individual differences affects career and life roles. (K-12)	
2.7 School-home-community collaborative efforts will be developed and maintained to aid students in acquiring behaviors which demonstrate an appreciation of and positive attitudes toward possible career and life roles.	
2.8 The Division of Occupational Education in cooperation with the regional education centers will disseminate information concerning objectives 2.1 - 2.6 to LEA's.	2.8.1 Regional workshops will be held for LEA personnel to familiarize them with objectives 2.1 - 2.6.

Goal 2: (short range)

Resources	Evaluation
Resources for each activity will be identified at the local and regional level.	. Criteria for evaluation of objectives 2.1 - 2.7 and data collection techniques will be identified at the local level.
	. Evaluation feedback will be solicited from LEA's and from workshop participants on the effectiveness of the dissemination effort.

Goal 2: Students will develop an appreciation of and positive attitude towards possible career and life roles.

Long-Range Objectives (1979-83)	Long-Range Operational Plans (1979-83)
2.9 Work will continue towards the attainment of objectives 2.1 - 2.6.	2.9.1 Regional and local inservice workshops will be provided for LEA's.
2.10 Develop specific grade level student performance objectives for 2.1 - 2.2.	2.10.1 Regional workshops utilizing local practitioners, state educational personnel and consultants will develop grade level objectives appropriate for Goal 2.

Goal 2: (long range)

Resources	Evaluation
Technical assistance by Department of Education to LEA's: - demonstration projects for the development of methods and materials, and testing of same - development of guidelines for in-service training of school personnel - development of guidelines for use of community resources - dissemination of information on availability of methods and materials	. For objectives 2.9 and 2.10, the workshop efforts will be evaluated by persons participating in them using instruments developed by the state Department of Education.

Component: CAREER AWARENESS

Goal 3: Students will become aware of a broad range of occupations and career patterns available to them.

LEA's are free to delete, adapt or add to objectives and operational plans as they develop their local plans for career education. The means for obtaining the objectives and the criteria for evaluation will be defined at the local level.

Short-Range Objectives (1978-79)	Short-Range Operation Plans and Strategies (1978-79)
3.1 Students will become aware of the variety of occupations to be found in the world of work.	For objectives 3.1 - 3.5 refer to sample strategies suggested in the appendices.
3.2 Students will understand the manner in which occupations relate to the needs and functions of society (K-12).	
3.3 Students will understand the relationship between career and life styles (K-12).	
3.4 Students will become aware of the legal rights, benefits, and obligations associated with different kinds of occupations (7-12).	
3.5 Home-school-community collaboration will be developed, maintained and enhanced to help students acquire behaviors which demonstrate an understanding and acceptance of self in relation to possible career and life roles.	
3.6 The Division of Occupational Education, in cooperation with the regional education centers will disseminate information on objectives 3.1 - 3.5 to LEA's.	3.6.1 Regional workshops will be held throughout the state for LEA personnel to familiarize them with objectives 3.1 - 3.5.

Goal 3: (short range)

Resources	Evaluation
Resources for each objective will be identified at the regional and local level. State resource: Massachusetts Occupational Information System (MOIS)	. Criteria for evaluation of objectives 3.1 - 3.5 and data collection techniques will be identified at the local level. . Evaluation feedback will be solicited from LEA's and workshop participants on the effectiveness of the dissemination effort.

Goal 3: Students will become aware of a broad range of occupations and career patterns available to them.

Long-Range Objectives (1978-83)	Long-Range Operational Plans (1978-83)
3.7 Work will continue towards the attainment of objectives 3.1 - 3.4.	Regional and local inservice workshops will be provided for LEA's.
3.8 Develop specific grade level student performance objectives for 3.1 - 3.4.	Regional workshops utilizing local practitioners, state educational personnel and consultants will develop a series of grade level performance objectives appropriate for Goal 3.

Goal 3: (long term)

Resources	Evaluation
Technical assistance by Department of Education to LEA's: - demonstration projects for the development of methods and materials, and testing of same - development of guide'ines for inservice training of school personnel - development of guidelines for use of community resources - dissemination of information on availability of methods and materials	. For objectives 3.7 and 3.8 the workshop efforts will be evaluated by persons participating in them using instruments developed by the state Department of Education.

Component: EDUCATIONAL AWARENESS

Goal 4: Students will become aware of the relationship between education and career and life roles.

Short-Range Objectives (1978-79)	Short-Range Operational Plan (1978-79)
4.1 Students will become aware of the relationship between education and career and life roles.	For objectives 4.1 - 4.6 refer to sample strategies suggested in the appendices.
4.2 Students will become aware of the training and education needed for different occupations.	
4.3 Students will be able to relate what they learn in school to different jobs and occupations.	
4.4 Students will seek to expand their educational experiences as a means to further their life and career roles.	
4.5 Students will become aware that education occurs both in and outside the formal school system and continues for life.	
4.6 Home-school-community collaboration will be developed, maintained and enhanced to help students acquire behaviors which demonstrate an understanding and acceptance of self in relation to possible career and life roles.	
4.7 The Division of Occupational Education, in cooperation with the regional education centers, will disseminate information on objectives 4.1 - 4.5 to LEA's.	4.7.1 Regional workshops will be held throughout the state for LEA personnel to familiarize them with objectives 4.1 - 4.5.

Goal 4: (short range)

Resources	Evaluation
Resources for each objective will be identified at the regional and local level. State resource: Massachusetts Occupational Information System (MOIS).	. Criteria for the evaluation of objectives 4.1 - 4.6 and data collection techniques will be identified at the local level. . Evaluation feedback will be solicited from the LEA's and workshop participants on the effectiveness of the dissemination effort.

Goal 4: Students will become aware of the relationship between education and career and life roles.

Long-Range Objectives (1978-83)	Long-Range Operational Plans (1978-83)
Work will continue towards the attainment of objectives 4.1 - 4.5.	Regional and local inservice workshops will be provided for LEA's.
Develop specific grade level student performance objectives for 4.1 - 4.5.	. Regional workshops utilizing local practitioners, state educational personnel and consultants will develop a series of grade level performance objectives appropiate for Goal 4.

Goal 4: (long term)

Resources	Evaluation
Technical assistance by Department of Education to LEA's: - demonstration projects for the development of methods and materials, and testing of same - development of guidelines for inservice training of school personnel - development of guidelines for use of community resources - dissemination of information on availability of methods and materials.	. The workshop efforts will be evaluated by persons participating in them using instruments developed by the state Department of Education.

Component: ECONOMIC AWARENESS

Goal 5: Students will become aware of economic processes and how they relate to personal and societal goals, decisions, and actions.

Short-Range Objectives (1978-79)	Short-Range Operational Plan (1978-79)
5.1 Students will become aware of problem solving techniques and work process (K-12).	For objectives 5.1 - 5.5 refer to sample strategies suggested in the appendices.
5.2 Students will become aware of how the international and national economic systems work (7-12).	
5.3 Students will acquire basic "consumer skills" (7-12).	
5.4 Students will become aware of the impact of changing technology on jobs.	
5.5 Home-school-community collaboration will be developed, maintained and enhanced to help students acquire behaviors which demonstrate an awareness of economic processes and how they impact on personal and societal goals, decisions and actions.	
5.6 The Division of Occupational Education, in cooperation with the regional education centers will disseminate information on objectives 5.1 - 5.4 to LEA's .	5.6.1 Regional workshops will be held throughout the state for LEA personnel to familiarize them with objectives 5.1 - 5.4.

Goal 5 (short range)

Resources	Evaluation
Resources for each objective will be identified at the regional and local level.	. Criteria for the evaluation of objectives 5.1 - 5.5 and data collection techniques will be identified at the local level.
	. Evaluation feedback will be solicited from LEA's and workshop participants on the effectiveness of the dissemination effort.

Goal 5: Students will become aware of economic processes and how they relate to personal and societal goals, decisions and actions.

Long-Range Objectives (1978-83)	Long-Range Operational Plans (1978-83)
Work will continue towards the attainment of objectives 5.1 - 5.4.	Regional and local inservice workshops will be provided for LEA's.
Develop specific grade level student performance objectives for 5.1 - 5.4.	Regional workshops utilizing local practitioners, state educational personnel and consultants will develop a series of grade level performance objectives appropriate for Goal 5.

Goal 5: (long term)

Resources	Evaluation
Technical assistance by Department of Education to LEA's: - demonstration projects for the development of methods and materials, and testing of same - development of guidelines for inservice training of school personnel - development of guidelines for use of community resources - dissemination of information on availability of methods and materials.	. The workshop efforts will be evaluated by persons participating in them using instruments developed by the state Department of Education.

Component: BASIC COMPETENCIES

Goal 6: Students will become competent in basic skills generally useful for work.

Short-Term Objectives (1978-79)	Short-Term Operational Plans (1978-79)
6.1 Students will develop communication skills including reading, writing and speaking useful for work.	For objectives 6.1 - 6.4 refer to sample strategies suggested in the appendices.
6.2 Students will develop computational skills useful for work.	
6.3 Students will develop manual perception skills, including basic tool utilization useful for work.	
6.4 Home-school-community collaboration will be developed, maintained and enhanced to help students acquire behaviors which demonstrate competency in basic skills.	
6.5 The Division of Occupational Education, in cooperation with the regional education centers will disseminate information on objectives 6.1 - 6.3 to LEA's.	6.5.1 Regional workshops will be held throughout the state for LEA personnel to familiarize them with objectives 6.1 - 6.3.

Goal 6 (short-term)

Resources	Evaluation
Resources for each objective will be identified at the regional and local level.	. Criteria for the evaluation of objectives 6.1 - 6.4 and data collection techniques will be identified at the local level.
	. Evaluation feedback will be solicited from LEA's and workshop participants on the effectiveness of the dissemination effort.

Goal 6: Students will become competent in basic skills generally useful for work.

Long-Range Objectives (1978-83)	Long-Range Operational Plans (1978-83)
Work will continue towards the attainment of objectives 6.1 - 6.3.	Regional and local inservice workshops will be provided for LEA's.
Develop specific grade level student performance objectives for 6.1 - 6.3.	Regional workshops utilizing local practitioners, state educational personnel and consultants will develop a series of grade level performance objectives appropriate for Goal 6.

Goal 6: (long-range)

Resources	Evaluation
Technical assistance by Department of Education to LEA's: - demonstration projects for the development of methods and materials, and testing of same - development of guidelines for inservice training of school personnel - development of guidelines for use of community resources - dissemination of information on availability of methods and materials.	. The workshop efforts will be evaluated by persons participating in them using instruments developed by the state Department of Education.

Component: EMPLOYABILITY SKILLS

Goal 7: Students will develop employment skills applicable to their developing career pattern.

Short-Range Objectives (1978-79)	Short-Range Operational Plan (1978-79)
7.1 Students will recognize the implications of working with or without supervision, independently and with others (K-12).	For objectives 7.1 - 7.5 refer to sample strategies suggested in the appendices.
7.2 Students will develop human relations skills which will help in getting, holding a job and advancing in a career pattern (7-12).	
7.3 Students will develop a job competencies for a group of related occupations (7-12).	
7.4 Students will develop employment seeking skills (7-12).	
7.5 Home-school-community collaboration will be developed, maintained and enhanced to help students acquire employment skills applicable to their developing career pattern.	
7.6 The Division of Occupational Education, in cooperation with the regional education centers will disseminate information on objectives 7.1 - 7.4.	7.6.1 Regional workshops will be held throughout the state for LEA personnel to familiarize them with objectives 7.1 - 7.4.

Goal 7: (short-term)

Resources	Evaluation
Resources for each objective will be identified at the regional and local level.	. Criteria for the evaluation of objectives 7.1 - 7.5 and data collection techniques will be identified at the local level.
	. Evaluation feedback will be solicited from LEA's and workshop participants on the effectiveness of the dissemination effort.

Goal 7: Students will develop employment skills applicable to their developing career pattern.

Long-Range Objectives (1978-83)	Long-Range Operational Plans (1978-83)
Work will continue towards the attainment of objectives 7.1 - 7.4.	Regional and local inservice workshops will be provided for LEA's.
Develop specific grade level student performance objectives for 7.1 - 7.4.	Regional workshops utilizing local practitioners, state educational personnel and consultants will develop a series of grade level performance objectives appropriate for Goal 7.

Goal 7: (long term)

Resources	Evaluation
Technical assistance by Department of Education to LEA's: - demonstration projects for the development of methods and materials, and testing of same - development of guidelines for inservice training of school personnel - development of guidelines for use of community resources - dissemination of information on availability of methods and materials.	. The workshop efforts will be evaluated by persons participating in them using instruments developed by the state Department of Education.

Component: DECISION-MAKING

Goal 8: Students will understand that decision-making includes responsible action in identifying alternatives, selecting the alternative most consistent with their goals, and taking steps to implement a course of action.

Short-Range Objectives (1978-79)	Short-Range Operational Plans (1978-79)
8.1 Students will become aware of the steps involved in the process of rational decision-making (K-12).	For objectives 8.1 - 8.6 refer to sample strategies suggested in the appendices.
8.2 Students will develop skills in gathering information and applying it to the career planning process (7-12).	
8.3 Students will learn to apply the decision-making process to the choosing of a possible career and life role (7-12).	
8.4 Students will become aware of the need to accept responsibility for their decisions (7-12).	
8.5 Students will become aware that career planning is a lifelong process (K-12).	
8.6 Home-school-community collaboration will be developed, maintained and enhanced to help students acquire decision-making skills.	
8.7 The Division of Occupational Education, in cooperation with the regional education centers will disseminate information on objectives 8.1 - 8.5 to LEA's.	8.7.1 Regional workshops will be held throughout the state for LEA personnel to familiarize them with objectives 8.1 - 8.5.
8.8 Schools will develop career resource centers and career guidance programs.	

Goal 8 (short-range)

Resources	Evaluation
Resources for each objective will be identified at the regional and local level.	. Criteria for the evaluation of objectives 8.1 - 8.6 and data collection techniques will be identified at the local level.
	. Evaluation feedback will be solicited from LEA's and workshop participants on the effectiveness of the dissemination effort.
	. The process of evaluation will be ongoing and based upon the criteria in the evaluation columns opposite the objectives and operational plans.

Goal 8: Students will understand that decision-making includes responsible action in identifying alternatives, selecting the alternative most consistent with their goals, and taking steps to implement a course of action.

Long-Range Objectives (1978-83)	Long-Range Operational Plans (1978-83)
Work will continue towards the attainment of objectives 8.1 - 8.5.	Regional and local inservice workshops will be provided for LEA's.
Develop specific grade level student performance objectives for 8.1 - 8.5.	Regional workshops utilizing local practitioners, state educational personnel and consultants will develop a series of grade level performance objectives appropriate for Goal 8.

Goal 8: (long term)

Resources	Evaluation
Technical assistance by Department of Education to LEA's: - demonstration projects for the development of methods and materials, and testing of same - development of guidelines for inservice training of school personnel - development of guidelines for use of community resources - dissemination of information on availability of methods and materials	. The workshop efforts will be evaluated by persons participating in them using instruments developed by the state Department of Education.

Goal 9: All students (K-12) will have the opportunity to participate in career education experiences in school or community settings, regardless of sex, ethnic background, or disadvantaged, handicapped or gifted status.

The concept of this goal is law in the form of equal opportunity and affirmative action legislation. However, given the assumption that there are now and will continue to be career education materials and processes that are not free from sex, race or handicap stereotyping, it will be necessary to increase individuals' awareness of stereotyping as one of the first steps in counteracting it. Therefore, the concept is considered important enough to be an overall goal of career education.

Short-Range Objectives (1978-79)	Short-Range Operational Plans (1978-79)
9.1 All career education materials which come from the state Department of Education will be free of sex, race and handicapped stereotypes.	9.1.1 All materials and practices will be reviewed by the developers, using "Guidelines for Eliminating Role Stereotyping in Career Education Activities" (Wisconsin Department of Public Instruction).
9.2 Local school personnel and interested community resource persons will be provided with training to increase their awareness of stereotyping and their ability to counteract it.	9.2.1 Regional workshops in awareness training will be conducted by state Department of Education staff.
9.3 Local school personnel and interested community resource persons will develop specific local plans for making career education experiences available to the handicapped, individuals with special needs, and gifted individuals.	9.3.1 Technical assistance will be provided to LEA's by state Department of Education staff.

Goal 9: (short term)

Resources	Evaluation
State resources: People: Regional career guidance specialists; state staff for Chapter 622 Facilities: Regional offices Materials: State publications and other resources developed for Chapters 622 and 766 implementation.	Self evaluation by the developers of curriculum materials. Evaluation feedback will be solicited from workshop participants.

Evaluation feedback will be solicited from persons receiving technical assistance.

Goal 9: All students (K-12) will have the opportunity to participate in career education experiences in school or community settings, regardless of sex, ethnic background, or disadvantaged, handicapped or gifted status.

Long-Range Objectives (1978-83)	Long-Range Operational Plans (1978-83)
9.4 Work will continue toward attainment of objectives 9.1 - 9.3.	9.4.1 Technical and consultative assistance will be made available to LEA's as they continue to develop plans to eliminate role stereotyping.

Goal 9: (long term)

Resources	Evaluation
Technical assistance by Department of Education to LEA's: - collection and dissemination of information on successful model programs - development and field testing of next approaches and methods for eliminating sex and race-stereotyping - development of guidelines for use of available community resources.	. Persons receiving technical and consultative assistance will be asked to evaluate it.

Component: STAFF DEVELOPMENT

Goal 10: Educational personnel throughout the state will become knowledgeable of career education concepts and methods.

Means of obtaining some of the objectives below, particularly the ones pertaining to in-service, may be modified at the local level, taking into consideration local conditions.

Short-Range Objectives (1978-79)	Short-Range Operational Plans (1978-79)
10.1 Local educational personnel throughout the state will become aware of the goals and objectives of career education in Massachusetts including its philosophy, purpose and scope.	10.1.1 Each regional office career specialist should schedule and conduct at least 3 workshops for administrators, school committee members, teachers, and counselors or their designees; one for the primary and intermediate levels and one for the secondary level. The purpose of these 2 workshops should be to cover the philosophy, purpose and scope of career education and the need for local commitment. The third workshop would be a training session on ideas for running similiar workshops the following years.
10.2 General guidelines will be developed concerning educational personnel roles and responsibilities relative to career education.	10.2.1 The state coordinator for career education, with the advice of the State Task Force for Career Education, will develop a set of guidelines establishing appropriate roles and responsibilities in career education.
10.3 Inservice training will be provided to teachers in methods for infusing career education concepts into existing curriculum materials.	10.3.1 Each regional office career guidance specialist will schedule and conduct at least one regional workshop providing training to LEA curriculum coordinators at the primary, intermediate and secondary levels in the evaluation and selection of appropriate career education materials for use in classrooms and career resource centers.
	10.3.2 State universities and colleges will develop inservice educational experience for school personnel relating to the infusion of career education into the curriculum.
10.4 School administrators will become leaders in school and community career education efforts.	10.4.1 School administrators from LEA's will visit exemplary career education programs to observe successful school/community collaboration efforts.
10.5 Inservice training will be provided to guidance counselors for their expanded role in coordinating school career education efforts.	

Goal 10: (short term)

Resources	Evaluation
State resources: People: Regional career guidance specialists Facilities: Regional offices and LEA's conducting exemplary programs. Materials: Available reports and descriptions of national, state and local model programs.	10.1 Evaluation feedback will be solicited from participating LEA personnel throughout the state. 10.2 Persons using these guidelines will be asked to evaluate them. 10.3 - 10.5 Evaluation feedback will be solicited from participating LEA personnel throughout the state.

Goal 10: Educational personnel throughout the state will become knowledgeable of career education concepts and methods.

Long-Range Objectives (1978-83)	Long-Range Operational Plans (1978-83)
10.6 Work will continue toward the attainment of objectives 10.1 - 10.5.	10.6.1 Technical and consultative assistance will be made available to LEA's as they continue to work toward these objectives.
10.7 Pre-service teacher training in career education concepts, philosophy and methods will be initiated by state colleges and universities.	10.7.1 LEA's will be encouraged to recognize career education courses for teaching personnel as legitimate means for staff development.
10.8 State teacher certification requirements will be revised to include knowledge of career education as a prerequisite for certification.	

Goal 10: (long term)

Resources	Evaluation
Department of Education will provide leadership for the development and dissemination of comprehensive staff training guides, which will include recommendations on roles and responsibilities of school personnel, and suggested methods for involvement of all available community resources.	Persons receiving technical and consultative assistance will be asked to evaluate it.

Component: COMMUNITY COLLABORATION

Goal II: To develop methods for effective utilization of business, industry and other community resource persons in support of career education activities.

Short-Range Objectives (1978-79)	Short-Range Operational Plans (1978-79)
II.1 Models and plans will be developed for community participation in career education efforts.	Information on exemplary school/community collaboration efforts will be disseminated to all LEA's.
II.2 Training will be provided for school personnel and community members in methods for school-community career education collaboration.	Regional workshops for school personnel and community resource persons will be conducted at exemplary program sites.
II.3 Communication links will be developed, including newsletters, to disseminate the results of the school-community career education collaboration.	The formation of regional and local industry-education councils will be encouraged.

Goal II (short range)

Resources	Evaluation
State and local resources:	. Persons using these guidelines will be asked to evaluate them.
People: Regional career guidance specialists and staff of exemplary programs.	
Facilities: Regional offices and sites of exemplary programs.	
Materials: Reports and other literature on exemplary programs.	. Evaluation feedback will be solicited from participating trainees throughout the state.
	. Evaluation feedback will be solicited from the already developed communication links.

Goal II: To develop methods for effective utilization of business, industry and other community resource persons in support of career education activities.

Long-Range Objectives (1978-83)	Long-Range Operational Plans (1978-83)
II.4 Work will continue toward the attainment of objectives II.1 - II.3.	

Goal II: (long range)

Resources	Evaluation
State Department of Education will provide technical assistance to LEA's by identifying and disseminating information on successful school/community collaborative projects, both national and local.	. Persons receiving technical assistance and consultative services will be asked to evaluate them.

Component: MATERIALS DEVELOPMENT

Goal 12: To develop a statewide system for familiarizing school personnel with a wide range of career education materials and practices.

Short-Range Activities (1978-79)	Short-Range Operational Plans (1978-79)
12.1 Scope and sequence guidelines at different grade levels will be developed for infusion of career education materials into the existing curriculum.	Curriculum guidelines will be developed for the infusion of career education concepts at the K-3 level.
12.2 Guidelines will be developed and disseminated to local school personnel and interested community resource persons to assist them in developing, selecting and evaluating career education materials and practices.	
12.3 Information and technical assistance will be provided for LEA's that wish to develop their own local career education materials.	Regional offices will collect and disseminate information to LEA's on existing career education materials within each region.

Goal 12: (short range)

Resources	Evaluation
State resources: People: Department of Education curriculum specialists and regional career guidance specialists. Facilities: Regional offices Materials: Available materials from national, state and local model programs.	. Criteria for evaluation of objective 12.1 and data collection techniques will be developed at the state level. . Evaluation feedback will be solicited from participating LEA personnel and interested community resource persons throughout the state. . Persons using the technical assistance and consultative services provided to them will be asked to evaluate them.

Goal 12: To develop a statewide system for familiarizing school personnel with a wide range of career education curriculum materials and practices.

Long-Range Objectives (1978-83)	Long-Range Operational Plans (1978-83)
12.4 Work will continue toward the attainment of objectives 12.1 - 12.3	
12.5 Work will continue on the development efforts in sequential steps for Grades 4-6, 7-8, and 9-12.	

Goal 12: (long range)

Resources	Evaluation
Department of Education will provide technical assistance to LEA's through its regional centers by maintaining up-to-date collections of all available information on curriculum materials and practices.	. Persons receiving technical assistance and consultative services will be asked to evaluate them.

Additional Comments on Evaluation of Career Education

The suggestions for evaluation activities in the preceding section under the "Evaluation" column are very general in nature because the state Department of Education believes that the evaluation of career education activities at the local level is the right and the responsibility of those local agencies which are implementing it.

There are a number of evaluation instruments available for assessing career education outcomes and impacts on individuals. Some of these are:

> A Checklist for Reporting Results of Student Outcome Studies in Career Education (New Educational Directions, Inc., Box 307, Crawfordsville, Indiana 47933).
>
> A Kit of Assessment and Evaluation Instruments (Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702).
>
> Improving and Developing Career Education Measures (Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210).

The Massachusetts Department of Education does not intend to infringe upon the autonomy of local education agencies by becoming involved in evaluating their career education activities. Nor is it the intent of the developers of this state plan to become involved in evaluating the quality and/or quantity of voluntary contributions and cooperative efforts of various state and local organizations, associations and agencies. It is expected that they will make use of their existing internal reporting and evaluation systems. The Department of Education will, however, take the responsibility for insuring that local career education activities are evaluated adequately and, for this purpose, will make available to local education agencies appropriate evaluation instruments and technical assistance in designing and conducting assessment programs.

IV DISSEMINATION OF THE STATE PLAN

As stated in the introduction, the preparation of the Massachusetts Plan for Career Education has been undertaken in anticipation of federal funding becoming available to local education agencies under the Career Education Incentive Act (P.L. 95-207). Should such funds be appropriated by the U.S. Congress, copies of the state plan in its present form (and all subsequent revisions) would be disseminated by the state Department of Education to all local education agencies throughout the Commonwealth, to teacher and counselor training institutions, and to all other institutions, agencies and organizations, public and private, which would be involved in the implementation of a comprehensive career education plan for Massachusetts students.

Implementation of the state plan would also trigger a variety of other dissemination efforts in that many short-range operational strategies designed to implement the various goals and objectives call for the dissemination of information by the Department of Education and its regional offices staff in the areas of in-service training for LEA personnel, community collaboration, materials development, etc.

In the event that the Congress were not to appropriate any federal funds for the implementation of state and local activities under the Career Education Incentive Act in FY 1979, the Massachusetts Department of Education would not make any general distribution of the state plan for career education but would supply copies of the plan, on request, to local education agencies and other interested agencies and organizations which might wish to use the planning document as a guide to implementing local level career education activities with local or other non-federal resources.

V IMPLEMENTATION AND ADMINISTRATION

The State Plan For Career Education, if implemented in its current, recommended form, would call for the commitment of at least eight (8) full-time professional staff at the state level, with appropriate support services.

The short- and long-range operational plans and strategies, as described in Chapter III above, would require the services of one (1) full-time professional staff member in each of the six (6) regional offices of the Department of Education to organize and conduct regional training workshops and to provide ongoing consultation and technical assistance to personnel from local education agencies within the region. The services of at least one (1) full-time professional curriculum development specialist at the state level would be needed in order to provide adequate staff support for the accomplishment of Goal #12 (Materials development).

The current position of state coordinator for career education is within the Division of Occupational Education. The positions of career guidance specialists in each of the six (6) regional offices of the Department also fall under the Division of Occupational Education, and current professional personnel occupying these positions report to the occupational education team leaders in those regional offices.

If funding were to become available, and if this plan were to be implemented, there might be need to separate the responsibility for implementation from existing divisional jurisdictions within the Department of Education, and to create a staff unit the authority to promote inter-divisional cooperation and collaboration. The location of such a unit within the Department should be determined by the Commissioner of Education, and the state task force does not presume to make recommendations in that regard other than to recommend that there be a clearly designated, full-time coordinator for career education at the state level, and a full-time career education specialist physically located in each of the six (6) regional offices, with a full-time curriculum specialist at the state level designated to assist the career education unit.

VI BUDGETARY REQUIREMENTS

Since full implementation of the Massachusetts State Plan for Career Education will be dependent upon the availability of federal funds for this purpose, and since such funds are not now avaibable, no budget has been prepared at this time for carrying out the short- and long-range operational plans and strategies described in Chapter III above.

A budget for implementing the state plan would be prepared should funding become available.

VII RELATIONSHIP TO OTHER STATE PLANS

As noted in Chapter I, Introduction, the rationale for the development of the Massachusetts State Plan for Career Education is based upon the Policy on Occupational Education endorsed by the Massachusetts Board of Education in May of 1976. This policy statement, in turn, arose out of the Educational Goals for Massachusetts adopted by the Board of Education in September of 1971. These goals are:

Physical and Emotional Well-Being

> Education should contribute to the learner's physical and emotional well-being, especially to a sense of personal worth and to a capacity for influencing one's own destiny.

Basic Communications Skills

> Education should develop in each learner the basic skills needed for communication, perception, evaluation and conceptualization of ideas. Among the most important are reading, writing, speaking, listening, visual and computational skills.

Effective Uses of Knowledge

> Education should provide for each learner access to man's cultural heritage, stimulate intellectual curiosity, and promote intellectual development.

Capacity and Desire for Lifelong Learning

> Education should foster and stimulate in each learner the natural desire for lifelong learning and should develop the skills necessary to fulfill that deisre.

Citizenship in a Democratic Society

> Education should provide each learner with a knowledge and understanding of how our society functions in theory and in practice; education must also foster individual commitment to exercise the rights and responsibilities of citizenship and to protect the rights of others.

Respect for the Community of Man

> Education should provide each learner with a knowledge and experience which contribute to an understanding of human similarities and differences and which advance mutual respect for humanity and for the dignity of the individual.

Occupational Competence

Education should provide the learner with the skills, experience and attitudes, and the guidance for initial job placement; it is equally important for the learner to develop a capacity to adapt to changing conditions.

Understanding the Environment

Education should provide each learner with knowledge and understanding of the social, physical, and biological worlds and the balance between man and his enviroment and should develop attitudes and behavior leading to intelligent use of the enviroment.

Individual Values and Attitudes

Education should expand and advance the humane dimensions of all learners, especially by helping them to identify and cultivate their own spiritual, moral, and ethical values and attitudes.

Creative Interests and Talents

Education should provide each learner with varied opportunities to nurture interests, to discover and to develop natural talents, and to express values and feelings through various media.

The Massachusetts State Plan for Career Education, along with all other state plans prepared by the Department of Education, reflects these ten educational goals as stated above.

The state plan for career education is related to:

(1) The Annual and Five-Year State Plan for Vocational Education (1978-82).
(2) The State Plan for ESEA Title I Programs.
(3) The State Plan for ESEA Title IV Programs.

The State Plan for Vocational Education sets forth a series of long-range aims, two of which are directly related to Goals 1 through 9 contained in the career education plan. They are:

(1) that the development of students' career decisions should be based on knowledge of the world of work, individual potential, educational options, occupational alternatives (including employment and enterprise) gained through accurate information and community experience; and

(2) that as an integral part of his or her overall education, every student should receive the basic skills, attitudes and knowledge, and preparation necessary for employment in a specific or related occupation, or for private enterprise or further education.

The State Plan for ESEA Title I Programs provides for financial and technical assistance to local education agencies and to state operated or state supported agencies to meet the special educational needs of educationally deprived students in low income areas and of handicapped and delinquent students. These purposes are directly related to Goal 9 of the career education plan.

The State Plan for ESEA Title IV Programs provides for financial assistance to local education agencies for:

(1) the acquisition of textbooks, school library resources and other instructional materials;
(2) the development of testing, guidance and counseling services; and
(3) the development of programs to improve student health and nutrition, alternative programs for the prevention of school dropouts, programs designed to reduce sex-stereotyping in vocational education, and in-service training programs for school personnel.

All of these Title IV program priorities are related to one or more of the twelve goals set forth in the career education plan.

The Massachusetts State Plan for Career Education also reflects the overall goals for Massachusetts youth as stated in the Governor's Policy on Youth Employment and Training which was developed as a result of the passage of the Youth Employment and Demonstration Projects Act (P.L. 95-93) and subsequently endorsed jointly by the State Board of Education and the State Manpower Services Council.

The Massachusetts State Plan for Career Education is entirely compatible with and complementary to A Position Paper: Guidance and Counseling Services in Massachusetts Public Schools which was approved by the Board of Education in April, 1978. This position paper addresses issues in guidance and counseling services which are related directly to the achievement of Goals #1 through 9 as stated in the career education plan.

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